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*Diseases Incidental to School Life; Fitz, Bed Posture as an Etiological Factor in Spinal Curvature; also Hygiene of Instruction in Elementary Schools; Gardener, Town and Country School Buildings; Massachusetts Board of Health, Tenth Annual Report, pp. 87-109, "Home Hygiene;" also Thirteenth Annual Report, and Nineteenth Annual Report; Newsholme, School Hygiene, pp. 3-11, 12-16, 21-45, and 116-30; Parkes, Practical Hygiene; Scudder, Special Report on Seating of Pupils in the Public Schools; Uffelmann, Domestic Hygiene of the Child, pp. 128-52; Woodbridge, Report of Connecticut Board of Education, 1898, pp. 337-64, "School House Warming and Ventilation."*

## LIBRARY ECONOMY.

IRENE WARREN.

THE aim of this course is to acquaint teachers with the most economical use of books and libraries, and to present enough of the principles of library economy to enable the teachers to organize and economically to administer their own school libraries. The class will meet every day during the last four weeks of the summer course. Students taking this course are advised to take the bookbinding also, although either may be carried separately.

Exhibits of books and material will be made during the course, and students are urged to leave sufficient time on their program for careful examination of the material presented. The following is a brief outline of the work:

I. *Preparation of books for the shelves.*—Marks of ownership. Labels.

II. *Accession book.*—A certain number of books will be assigned pupils to accession.

III. *Classification.*—The work will be based on the Dewey "Decimal Classification." Books will be given students to classify. The adaptation of the scheme to a school library will be discussed.

IV. *Cataloguing.*—The cataloguing will be based on the "New York State Library School Rules." Each student will be assigned a certain number of books to catalogue. The cards will be corrected and returned, so that each may have a small sample catalogue for future reference.

V. *Arrangement of books on shelves.*—Shelving. Accessibility to readers. Shelf labels.

VI. *Reference work.*—Use of reference-books. Dictionaries. Cyclopedias. Yearbooks. Periodical indexes. Bibliographies of special subjects. Preparation and distribution of bulletins and reference lists. Reference and reserve shelves.

VII. *Pictures, maps, and lantern slides.*—Collecting. Mounting. Marking. Cataloguing. Storing. Use in schoolroom.

VIII. *Children's books.*—Graded lists of books for children will be furnished each student. The best authors and illustrators will be discussed and various editions of standard works examined with a view to selecting the best for children.

IX. *Relation of the public library to the public school.*—Bulletins. Children's rooms. Traveling libraries. Traveling pictures. Home libraries. Librarian's addresses to teachers and pupils. Special privileges granted to public schools and teachers by public libraries. The Library Department of the National Educational Association. Courses of instruction in library economy and the use of books as offered in colleges, normal schools, and public schools.

REFERENCES: Baldwin, *Book-Lover*; Carnegie Library of Pittsburgh, *Graded and Annotated Catalogue of Books for the Use of the City Schools*; Koopman, *Mastery of Books*; Prentice, *Lists of Books for Third-Grade Teachers*; National Educational Association, Library Department, *Report for 1899*; Rice, *Course of Study in History and Literature*; Sargent, *Reading for the Young*; Spofford, *Book for All Readers*; see also the files of the *Library Journal* and *Public Libraries*.

## MUSIC.

MAY ROOT KERN.

ILLUSTRATED talks on ear-training, rhythm, sight-reading, and, as a basis for all, song-composition, compose this course. Its aim is to enable the teacher to abandon in technical work the mechanical methods which produce mechanical results in the average pupil, and to furnish suggestions by which music may become of vital interest to the child. Illustrations showing the natural development of problems from this standpoint will be given, bringing out the opportunity for a drill which is not drudgery.

The child's own perception of his need for facility in writing out correctly or of reading quickly music which it is to his personal interest to write or read is indispensable to progress. He does not have this perception, if difficulties are chosen or created by the teacher and presented to him unrelated to any personal experience of his own. The very musical child is stirred emotionally by melody or harmony, and problems connected with these are vital to him; he works with interest to find their